

BLAZER PRIDE



Trail Elementary Handbook 2024-2025

Trail Elementary
1601 East M Street
Torrington, WY 82240
307-532-5429

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Introducing Our Trail Staff

Tyler Floerchinger, Principal
Robb Nicolay, Dean of Students

Office

Dawn Gilchriest
Rachel Martin
Nicole McIntosh
Darby Hoffman
Dani Harkins

Secretary
Clerk
Counselor
Nurse
Nurse Clk

Special Services

Jonette McNamee
Shaina Hageman
Craig Shadwinkel
Danielle Eichenberger
Jocelynn Leithead
Chelsea Hibben

Speech
OT
APE
Sped Teacher
Sped Teacher
Sped Teacher
Sped Teacher

Room 26
Room 27
Room 27
Room 28
Room 56
Room 30
Room 45

3rd Grade

Whitney Peachy
Cody Haun
Chelsea Jackson
Jessica Patrick

Room 37
Room 36
Room 35
Room 40

Educational Assistants

Wylie Martinez
Meghan Massie
Karen Kiiskinen
Cindy Baldrige
Gabby Essert

Sped EA
Sped EA
Sped EA
Sped EA
Sped EA
Sped EA
Sped EA
Gen Ed EA
Gen Ed EA

4th Grade

Jennifer Brummell
Holly Walter
Stacy Fullmer
Kristin Hunter

Room 44
Room 41
Room 43
Room 42

Elizabeth Moore
Twila Steben

Custodians

Cynthia Green
David Castro
Chris Krause

Head Custodian
Custodian
Shared Custodian

5th Grade

David Bloemker
Shelly Kocerha
Jessica Lessard
Jason Vowers

Room 52
Room 50
Room 51
Room 53

Library

Katie Baker

Library Assistant

Art

Jill Telford

Art Room 31

Music

Hilary Unverzagt

Music Room

Title I Specialist

Susan Keller
Staci John

Room 32
Room 34

Physical Education

Lance Petsch

Gymnasium

Central Office Administration

626 West 25th Street
Torrington, WY 82240
307-532-2171

RYAN KRAMER
KEVIN DERBY
MARCY CATES
TRINA NICHOL
MIKE HARBERTS
TODD WERNER
RAMONA MOODY

SUPERINTENDENT
DIRECTOR OF CURRICULUM
BUSINESS MANAGER
SPECIAL EDUCATION DIRECTOR
DIRECTOR OF TECHNOLOGY
SUPERVISOR OF TRANSPORTATION
DIRECTOR OF FOOD SERVICES

All Central Office Staff, Directors, Managers, and Supervisors can be reached at 307-532-2171.



Our Beliefs about Our Learning Community

As a 3-5 Learning Community, we are excited for the school year to begin. While our goal is in the learning and growth of our students, we acknowledge that our building is unique. In celebrating that, we'd like to share with you the Beliefs of our building.

Trail Elementary:

- We make a positive difference by empowering students.
- We believe everyone can learn at high levels.
- We are future oriented.
- We encourage partnerships and strive to work collaboratively.
- We work collaboratively which is dependent upon trust and integrity of all.
- We respect each other's values and differences.
- We provide a safe and positive culture and environment for the students, parents, and staff.
- We always encourage students to show their Blazer P.R.I.D.E.

Our Vision:

An innovative school committed to collaboration, learning and thinking, where everyone is vested in his/her future successes.



Our Dedication to Your Child

Dear Families:

This handbook is designed to assist you. This is an introduction to our school's policies and procedures with the purpose of promoting a better understanding of our school and strengthening communications between the home and school. We are pleased to have you associated with our school and to form a partnership with you. It is our desire to do things to ensure a positive educational experience for your child.

You should expect:

- A staff that stresses high expectations, models respect, cares for others, and encourages students to explore their interests.
- To know what your student is expected to learn at each grade level and to be provided with regular progress reports.
- A curriculum that is of excellent quality, taught in a way your student can be successful.
- A staff that is positive and goes out of their way to help your student and is committed to ensuring annual growth for your child.
- Prompt and fair handling of problems and needs by our staff.
- A safe and secure environment for every child.

We look forward to hearing from you and knowing how we have met your expectations. Your opinions are valuable. As a Learning Community, we are committed to continuous growth and improvement. Help us by sharing your thoughts and ideas.

Respectfully,

Trail Elementary School Staff and Administration



TRAIL ELEMENTARY

2023-2024 School-Parent Compact

All students can learn, and we will do whatever it takes to help students master and achieve our agreed upon essential learnings K-5. As a learning community, this commitment goes beyond the schoolhouse to ensure that our students are truly career and college ready.

PLEASE Note: This form was filled out by you when you registered your child online. Please review all forms in completion when filling out online registration. You may go back and review this form by logging into your PowerSchool account.

A Little Useful Information

In addition to the parent compact, we are dedicated to growing our partnership with parents and families by using the following approaches:

Daily Planners, the first one will be provided by the school and will allow you to see what homework your child has and what they are learning at school. *If your child misplaces or damages the one that is provided and they need a new one, this can be purchased for \$3.00 from the office.*

Wednesday Folders, the first one will be provided by the school and are sent home each week. These folders contain notes from the classroom or office, completed work, and anything else of great importance. *If your child misplaces or damages the one that is provided and they need a new one, this can be purchased for \$1.00 from the office.*

Each six to eight weeks: Classroom teachers will be communicating with families regarding the performance and needs of their children. This may be done in a number of ways: emails, text messages, notes home, telephone calls, progress reports, or conferences.

Each nine weeks: A report card will be completed. Report cards are mailed home or are given to parents during parent teacher conferences.

Conferences: These will be arranged by classroom teachers. These scheduled conferences will occur First Quarter and Third Quarter. Third Quarter Conferences will be student led (not scheduled), **unless** the teacher has concerns or questions regarding the student's progress.

Our school websites: These will provide an updated calendar as well as great information about Trail Elementary. Simply go to the Goshen County School District #1 website at www.goshen1.org and select Trail from the "Our Schools" tab.

Volunteers: If you would like to be a Volunteer in the classroom or chaperoning fieldtrips, please contact the office in advance. We will have you fill out a volunteer sheet per District Policy 1215.

Facebook: Trail Elementary shares all “ongoings” on the District Facebook Page. Please search for “GOSHEN COUNTY SCHOOLS” and click the Follow button to keep updated with Trail Elementary and other District information. Trail does not have our own FB page; we will always share it with the District one.

Band: Here at Trail Elementary all teachers will have the Band App to keep in contact with all parents and students in their class. If you don't already have Band, please download the app and visit with your child's teacher to get started following your class!

Daily Schedules

School Day

Please note the DISTRICT FOUR DAY CALENDAR.

There are a few Fridays that are replaced by some Mondays that we have off. Please review the new calendar with your family.

School hours are Monday-Thursday 8:00-3:45 for all students.

Extended/Intervention Friday's (these are *green Friday's* listed on the district calendar): the building will be open from 7:45-12:15.

Our first bell will ring at 7:58 a.m. and the tardy bell will ring at 8:00 a.m.

Our doors will open at 7:20 a.m. and the office opens at 7:15 a.m. to be available for phone calls/messages.

Unfortunately, we do not have staff coverage in the morning for your student to be here any earlier.

Breakfast begins at 7:30. If your child does not eat breakfast here at school and is present by 7:30 all students have the option to 1) go outside to recess and 2) early bird library (passes are limited for library).

Dismissal: MONDAY -THURSDAY: Students riding first round bus will be dismissed at 3:45 pm. Students riding second round bus will be dismissed at 4:10.

Students who are walking or are picked up will also be dismissed at 3:45 pm.

FRIDAY Intervention/Extension Days: Students that are referred to Friday Intervention/Extension days (these are INVITE ONLY): Parents of invited students will be notified via School Messenger on the Tuesday before. Parents will be sent a survey and asked if your student will or will not be attending along with a few follow up questions. It's important that you let us know if they will or will not be attending so that we can get transportation and all the details figured out for all Friday Students.

Friday Intervention/Extended day hours: 8:00-12:15. Lunch will be provided for these students.

All transportation will be pre-arranged with parents for these Fridays. Limited and prearranged bus routes

will run if arrangements have been made. If they are pick up or walkers, they will be released at 12:15.

These Fridays are noted in Green on the District Calendar.

Teacher Schedule

Teachers are generally available to meet with parents MONDAY-THURSDAY from 3:45 p.m. to 4:15 p.m. *It is encouraged to schedule an appointment to ensure teachers have adequate time to address your concern(s).* Feel free to email the teacher or call the front office to make this appointment.

ADDITIONAL NEED TO KNOWS:

Cell Phone/IWatch Policy

Cell phone/I-Watch usage in school for students is not permitted. All cell phones and I-Watch's must remain in backpacks. Students may use them to contact their parent's afterschool for plans etc.

If a Cell Phone/I-Watch is confiscated:

1st Offense: The student can retrieve it from the office at the end of the day.

2nd Offense: The Student's parent will be contacted to come and retrieve the device from the office.

3rd Offense: This will become a major write-up under Blatant Defiance/Disrespect and parents will be contacted to retrieve the device from the office; the cellular device/I-Watch will not be allowed at school for the remainder of the year.

Cell Phone/IWatch on field trips will not be allowed. If a student brings his/her cell phone I-Watch, or parents demand they have one, it will be collected and held by the teacher and will only be returned at such a time the student needs to make travel arrangements. All other electronic devices may be allowed at the discretion of the classroom teacher/principal. Please note that Trail Elementary will not be responsible for lost or stolen electronics.

Telephone Messages and Bus Passes

We do not give a child a message every day to every child like Lincoln did. It is important that you and your child communicate what they are doing for transportation after school.

If your child is to do anything different after school other than what he/she normally does (i.e. walk to a friend's house, ride a bus, walk home, get picked up, etc.) please contact the office. At this age we do encourage and trust the children to know what they are supposed to be doing after school, however for reassurance for them and us we ask that you contact the office for any changes. Please note if they are riding a bus and that is not something they normally do or just do occasionally, the bus garage has requested that those students have a "bus pass" from the office, as they are not on the normal bus list.

All telephone messages concerning children during school hours please call the office by 3:00 p.m. Monday-Thursday. This allows the office sufficient time to contact your child before going to the bus or leaving the building.

In order for your child to be issued a bus pass allowing him/her to ride a bus other than the one he/she normally rides a phone call to the office is required. Please indicate the date, bus number, and where or with whom the child is going. Parent permission is the only way these passes will be provided.

Phone messages or notes for staff members will be posted in their mailboxes and available during their planning time. Only in emergency situations will the classroom be interrupted.

Dress and Grooming

We trust that parents will ensure their children are dressed appropriately for school. Students should be neat, clean, and modest in dress. Students may not wear a hat or any other type of *head* covering inside of the building. It is a time-honored sign of respect to remove hats within a building. School-wide hat or dress-up days are an exception. When students come into the building, they are to remove their hats and store them appropriately.

Apparel which advertises tobacco, alcoholic beverages, any controlled substances, or displays slogans or sayings not appropriate will not be permitted. Skirts or shorts and shirts must be of an appropriate length. Clothing being deemed inappropriate will be reviewed by the administration and parents will be contacted if necessary. For matters of health, shoes and proper foot coverings must be worn in the school building. Shoes should include a heel strap and toe covering appropriate for playground activities; our playground does have wood chips incorporated in the play area. **(Please keep in mind that flip-flops are not recommended)**. The general rule is that any extreme type of dress, which may cause distractions or disruptions within the school, is not allowed. **Further, the office or nurse will contact the parent/guardian for a change of clothes if necessary.** For P.E. shoes must be a type of tennis shoe not street shoe. If the student does not have appropriate footwear for the gym the students are required to walk the outer area (out of bounds) of the gym.

Absences/Tardiness

Student attendance is an essential component for student success. Goshen County School District has updated this policy. Please log on to www.goshenl.org go to the District Offices tab and find **District Policies to review policy 5113**. If you would like a hard copy of this, please feel free to come to the office here at Trail and we will provide you with one.

TARDY: Once your child has reached 3 & 5 tardies you will receive notification via mail, email, call or text from the office. On the 7th tardy you will receive a phone call from either Mr. Floerchinger, Mr. Nicolay, Mrs. Martin or Mrs. Gilchrist and your child will be required to owe time for time. Which means, for every minute the student is late, he/she will be required to have detention in the office or with their teacher after school on the day they are late, or another specified and agreed upon by their parents and teacher. This is the total time from Tardy #1 to Tardy #7. After the 7th tardy any tardies after that will continue each day as Time for Time.

Parents will check in at the office to pick up their child(ren) at their specified time. Should there be any transportation issues, parents must contact Mr. Floerchinger, Mr. Nicolay, Mrs. Martin, or Mrs. Gilchrist in advance to make special arrangements. Just like the absences, the tardy count starts back at zero at semester.

Inclement Weather

If you haven't already experienced Wyoming weather, you are in for a treat! Inclement weather is a reality during the school day. We trust that parents will ensure your child is dressed appropriately for weather conditions. It is important that students are dressed to stay dry and warm. It is our responsibility to check weather conditions prior to sending students to recess. Only if the temperature is below 10 degrees and/or raining will the students be allowed to remain indoors for recess.

Respect for School Property

Good citizenship in schools is based on respect and consideration for the rights of others. According to Goshen County School District #1 school board policy, the students within our schools are held to a high level of behavioral expectation. Students should conduct themselves in such a way that they do not create problems or distractions for others.

Library

Students are encouraged to use the library regularly for recreational and academic reading.

A student may check out two books per visit to the library at Trail. The books may be renewed for two additional check-out periods. Sometimes, students may have overdue books or book fines. When this occurs, students will **not** be able to check out any more items from the library. Students will be able to check out books once overdue books are returned, or fines are paid. This includes items that may have been lost or damaged and needing to be replaced.

Communication to you regarding overdue books, or fines, will be sent home in Wednesday Folders. Once the book is overdue for 3 classes the librarian or library assistant will call home.

Fieldtrips and School Activities

All Students can participate in all educational fieldtrips. A signed permission slip must be returned to the child's teacher for all field trips. If Parents would like to attend field trips as a chaperone or just volunteer in school for activities, a Volunteer Form must be filled out and returned to the office at least 10 days in advance. This form can be obtained from your child's teacher or the office.

Flowers, Gifts, and Balloons

When we receive flowers, balloons, and gifts for students from parents or relatives to be delivered at school, we distribute these items to students at the end of the school day. ***Please Keep In Mind That Students Who Ride A Bus May Not Have Inflated Balloons On The Bus.***

Pets

Due to allergy and safety issues, cats, dogs and other pets may not be brought to school unless arrangements have been made with the classroom teacher and permission is obtained from Mr. Floerchinger.

School Parties

Each classroom teacher conducts class parties during the year, which are usually held at Halloween, Christmas, and Valentine's Day. If for any reason you prefer your child not to participate in classroom celebrations or parties, please notify the classroom teacher so that alternate arrangements can be made for your child during that time.

Items from Home

It is always exciting to bring items from home to share with friends and classmates. We trust that parents are aware of items students are bringing to school. Items are to be kept in backpacks until their designated share time. Students are discouraged from bringing items to school for any other reason. We expect that students will be responsible for their personal possessions. **Please keep in mind that we are not responsible for lost, stolen, damaged, or missing personal items.** Should students bring other items from home such as toys, balls, games etc., and they become a distraction to their day these items will be confiscated and brought to the office. The student may retrieve them at the end of the day. Should this continue to be an issue a phone call will be made to the students' parents and a conference may be required.

Withdrawal of Students

If you are moving and are withdrawing your child from school, please notify the office a few days prior to the withdrawal date. This will allow ample time for the office and teachers to gather all the students' belongings. Library books and classroom materials **must** be returned, and fines must be paid in full.

Outstanding lunch balances **must** be paid in full prior to withdrawal. If you have a positive lunch balance the office staff will work with Central Office to obtain your refund. Your cooperation and help are always appreciated.

Doctor's Notes

If your child is out sick and a doctor's note is provided to the school a copy will be provided to the school Nurse. ***Further, if your child requires restrictions, such as no PE/no physical activity (this includes recesses) the doctor's note MUST have the restriction listed on this with an expected reexamination date or expiration date from the licensed Doctor/Nurse/Physical Therapist.*** If a doctor's note doesn't name restrictions or doesn't have an expiration date on it, the school Nurse will consult with parent/physician.

PowerSchool for Parents & My School Bucks

Welcome to PowerSchool! You have direct access into your school to find out exactly what's going on with your child's grades, assignments, and more. Type in this web address: <http://www.goshenl.org> and search the **PowerSchool for Parents** tab and use the username and password you created when you registered.

[MYSCHOOLBUCKS.COM](http://myschoolbucks.com): You can pay online for your child's lunch balance. Pay at least \$50.00 and your child will receive a free lunch! Create your account and combine your students if you have more than one child in Goshen County School District. Go to myschoolbucks.com and get started!

Pick-Up and Drop Off

Pick-up/Drop off Rules (students)

1. Stay on the sidewalk in the pick-up area until the vehicle you are riding pulls up to the pickup area.
2. Students will only be picked up/dropped off in the designated pick-up/drop off areas.
3. Pick-up/Drop off areas are: East M Street (North bound lane East side of street) and East side of parking lot marked with green curb.
4. Students must wait until the car has come to a complete stop before getting in/out.
5. Student can NOT be picked up/dropped off in any other area of parking lot.

Pick up Rules (parents)

1. Be patient, safety first!!
2. Students will **only** be allowed to be picked up/dropped off in the designated pick-up/drop off areas.
 - a. East M Street (North bound lane East side of street)
 - b. East side of parking lot (green curb)
3. After you pick-up/drop off your child, you will exit following the exit arrows (not the same way you came in).
4. Drive slowly and safe.
5. Pull out of the pick-up lane and into the traffic lane, please use turn signal.
6. Be cautious of pedestrians and through traffic. Remember they have the right-of-way.
7. Please pay attention to the signs and exit arrows to maintain the proper flow of traffic.
8. Student safety is our #1 priority.
9. Absolutely no parking in the drop off/pick-up lane. Please park in the designated parking areas.



Crosswalk

If you walk to and from school, you must use a crosswalk to cross the street. There is a crosswalk at the north and south end of East M Street. A Staff member is on crosswalk duty at each crosswalk beginning at 7:20 a.m. and after school at 3:45 p.m. Also, if you are getting into a pick-up car on the other side of the street you must cross at the crosswalk!



Parent Involvement Policy:

Parent & Family Engagement Policy #1212

(TITLE I SCHOOLS)

Every Student Succeeds Act (ESSA) requires meaningful parent involvement in their children's education. ESSA requires that all school districts that receive Title I funds have a written parent and family engagement policy. This policy shall be developed jointly with and agreed upon by both educators and parents. It shall be provided to parents and educators of children participating in Title I programs. This policy shall be evaluated annually to determine that worthwhile strategies to encourage and maintain parental involvement are in place.

This policy sets forth how the District will involve parents in developing its Title I plan and how parents will be informed of ways they can be included in decision-making for the program. The intent of this policy is to involve parents and family as partners in the process of school review and improvement, in activities to improve student academic achievement and school performance, and to have an integral role in assisting in their child's learning. Meaningful efforts will be made to ensure involvement, along with community members, students' parents, parents of students with disabilities, limited English proficiency, and other categories often needing supplemental assistance in order to attain proficient levels of achievement.

The District shall annually, by the end of September, through newsletters to parents, social media, website postings, media reporting, and building-level Parent Advisory Council meetings, inform parents regarding the status of District schools as it relates to the Elementary and Secondary Education Act (ESEA), "Every Student Succeeds Act" (ESSA), student achievement results and concerns, and explain the program and rights of parents to have meaningful involvement in the planning, review and improvement of the Title I program. The district shall offer, in addition to an annual meeting, a flexible number of meetings at times determined most appropriate to gather parental involvement in developing, reviewing and evaluating on an ongoing basis this Parent and Family Engagement Policy. Parents shall be notified of:

- a. their right to examine staff members' qualifications related to the ESSA requirement that parents of Title I students be allowed to request the qualifications of teachers and paraprofessionals providing services to their child;
- b. assurances that all students in the District shall be involved with state-required assessment, with alternate assessments or exclusions only as allowed under Wyoming Department of Education guidelines;
- c. the District's commitment to offering training annually, to parents, related to activities in the home which reinforce student progress in such areas as reading, mathematics, science, self-esteem, and others;
- d. their right to be informed about progress and to be involved with decision-making regarding their child's educational program, and in a language appropriate to their circumstances;
- e. Consolidated Grant resources available for use in parent activities including training, out-of-district school site visitations, and support for meeting expenses including childcare, transportation, and supplies;

f. District provided opportunities for parents to meet individually with staff, at times as convenient as practicable, to discuss student progress and concerns. Evening sessions often allow more extensive parent participation, due to constraints resulting from employment considerations. Parents will be informed of internet-based, secure information which they may retrieve, on a daily basis if so desired.

g. their right, if they are home-schooling parents, to have access to federally funded programs such as Title I, Special Education, and staff development training, and that their children may participate in annual state-mandated assessments;

h. requirements as mandated by State standards, State assessments, and requirements for graduation.

The School District and parents will develop a school-parent compact that outlines how parents, students and school staff will share the responsibility for improving student achievement and describes how parents and teachers will communicate. The School District will:

a. offer assistance to parents in understanding the education system and the state standards, and how to support their children in achievement;

b. provides materials and training to help parents work with children;

c. educates teachers and other school staff, including school leaders, in how to engage families effectively;

d. will coordinate with other federal and state programs, including preschool programs; and

e. provides reasonable support requested by parents and the district will provide information in a format and language parents can understand.

District Title I Parent Advisory Council/School-Parent Compact

A District Title I Parent Advisory Council, composed of two parents from each of the District's Title I schools, shall meet a minimum of twice annually with the District Title I Director and Title I staff to address the areas described below. The required meetings shall occur in October and May, following building-level meetings in September and April.

October:

1. Review of present implementation progress from previous May's planning and parent input.
2. Information regarding training opportunities for parents and staff.
3. Review of current priorities and solicitation from parents for additional considerations.
4. Review reports from building-level meetings and consider for adoption recommendations from those meetings.
5. Make recommendations having the intent of encouraging parent participation in Title I related activities.

May:

1. Review parent training activities from the present school year, and make recommendations regarding their continuation, expansion, or modification.
2. Provide input into the proposed Title I activities for the following school year, under the Consolidated Grant application prepared annually in June.
3. Recommend additional parent training activities for the next school year.
4. Report on parent input at the building level to school improvement planning.
5. Review the Parent and Family Engagement Policy and School-Parent Compact for content and effectiveness of the policy in improving the quality of District Title I schools.

Recommendations will be made, if necessary, for changes.

Building Level Parent Involvement/School-Parent Compact

Each Title I school shall have a committee composed of parents of Title I students, which shall meet a minimum of twice annually (September and April) with building Title I staff and administration. Each such committee shall select the parent representative(s) who will serve on the District Title I Parent Advisory Council. Among the responsibilities of each committee shall be:

- a. providing support as appropriate for the school's parent conference activities including information gathering, registration, and other help to improve school-community communication;
- b. providing input to the building's School-Parent Compact, particularly in areas related to parent training, instructional support in the home, and other topics focusing on student performance;
- c. providing building-level recommendations to be taken to the District Title I Advisory Council, addressing the topics listed in that body's description of responsibilities;
- d. involving, as appropriate, staff from "feeder" pre-schools.

Each Title I school shall provide written progress reports to parents concerning their child's academic performance a minimum of twice annually and shall schedule parent conferences a minimum of twice annually for individual sessions. In some instances, meetings may be held more frequently to address significant concerns or problems. Parents of Title I students will be involved in the School-Parent Compact. The Compact shall outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will communicate, build and develop a partnership to help children achieve the District's high standards. Of the Title I funds received by the District, not less than one percent (1%) shall be mandated to fund family engagement with the District allocating at least ninety percent (90%) of those funds directly to Title I school.

2024-2025 SCHOOL IMPROVEMENT PLAN:

Section 1: Building Data

School: Trail Elementary Plan Date: 9-26-23

Principal: Tyler Floerchinger District Approval Date (for TSI, WAEA, CSI):

District: Goshen County School District #1 Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI):

District Representative: Kevin Derby

Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
C. Data-Informed Planning	C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	2 Practice Goals and Related Actions

High-Impact Domain: Data-Informed Planning

Priority Practice #1: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

Practice Rationale

Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).

This practice was chosen because there is a need to dig deeper into analyzing the pieces of data we currently routinely analyze (AIMS, STAR). This practice will allow us to drill that data down to provide more targeted instruction to all students as well as students that are below proficiency at grade level in both Reading and Math. This practice would also enhance the targeted instruction for students receiving intervention services. We currently routinely analyze data each quarter. This practice will help provide clarity and enable staff to target more specific skill deficiencies.

Improvement Strategy

- Explain the research-based strategy (or strategies) the school will implement to address this area of need.
- Explain how the strategies, in relation to the research, address the needs of your school’s students.
- Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.
 - This strategy will provide the opportunity for staff to have more in-depth training on data analysis as well as identifying specific skills to target in both core instruction and intervention.
 - The school leadership team will provide data analysis training to all staff at the beginning of each school year as well as assisting in the breakdown of the data each quarter during our school wide data analysis meetings.
 - This strategy should provide more targeted instruction to help move students to a higher rating on

AIMS, STAR and WyTopp results.

1-Year Adult Practice Goal

Provide a measurable goal aligned to the Practice.

- Each quarter staff will conduct a data analysis review of current AIMS and STAR data.
- The goal will be to increase each grade levels AIMS and STAR scores by 10% each semester.
- Each quarter the progress toward those goals will be monitored during quarterly data meetings.

Impact on Performance Goals

Describe how the focus on this Practice will impact performance goals.

- The focus of this goal will increase student performance on AIMS, STAR and WyTopp assessments.

Action Plan for Priority Practices #1

Action Items Timeline Resources Needed Plan for Measuring

Impact/Implementation: Initial Data Training: Oct 13th
 District Literacy Team, Curriculum Department 2hrs.
 Individual data meetings; Quarterly Data meetings Each quarter
 Sept 29th, Dec 15th, March 15th, May 10th School Wide AIMS, STAR. 2 hrs.
 Student intervention progress updates
 Weekly, Bi-Weekly, Monthly, Quarterly progress monitoring
 Weekly, Bi-Weekly AIMS progress monitoring tool.
 Students are monitored weekly, bi-weekly, and quarterly.
 Aims web, Data sheets End of year Data review May 10th
 All staff review schoolwide data. 2hrs
 View student success and growth!

Student Behavioral Expectations:

Our Code of Ethics

We believe that as all children are different, and all actions and reactions very personal in nature, effective discipline involves a few overriding principles rather than a long list of specific rules. Situations at Trail will be dealt with as they arise, with the focus on enabling children to grow and learn from his or her own actions.

We believe the following to be true and critical when working with children in a disciplinary situation:

- Every attempt will be made to maintain the dignity of both the student and the teacher.
- Students will be guided and expected to solve the problems they create without creating further problems for anyone else.
- Students will be given the opportunity to make decisions and live with the results.
- There will be a logical connection between misbehavior and resulting consequences.

To ensure that the above guidelines are adhered to, we will operate with the following principles in mind:

- We will react without anger or haste to problem situations.
- We will proceed in all situations with the best interest of the whole child in the forefront of our minds. Academic, social, and emotional well-being will be fostered.
- We will guide students toward personal responsibility and the decision-making skills they will need to function successfully in the real world.
- Consequences will be arranged in such a way that children will not be humiliated or demeaned.
- Equal is not always fair. Consequences will be designed to fit the problems of individual students, and they may be different, even though the situation appears to be the same.
- We will make every effort to ensure that, in every situation, the students impacted understand why they are involved in consequences.



Trail Elementary - Discipline Referral Definitions/Consequences

All Consequences apply on school property, during or after school hours, at curricular & extra-curricular activities.

Behavior	Minor – Teacher Handle	Major – Office Referral –Consequences
Inappropriate Language and/or Profanity	Negative talk, name calling, impolite talk, mean comments that hurt feelings, teasing, peer conflict Consequence 1,2,3 or 4	Using profanity or degrading language that is directed at a peer and/or adult, swearing, excessively vulgar language, verbal threats, harassment (racial, sexual, religious, gender, ability) -- - Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Bullying		Repeatedly saying or doing intentionally hurtful things and they keep doing it – even when you tell them to stop or show them you’re upset. – Consequences 5, 6, 7, 8, 9, 10, 11 or 12
Cheating		Looking at someone’s paper and copying the answers during a quiz or a test. Copying someone’s work, plagiarism – taking someone else’s words or ideas and passing them off as your own. – Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Classroom Disruption	Making noises, constant talking, yelling out or blurting, disruption during instruction, throwing objects, out of seat, not listening, not following instructions – Consequence 1,2,3 or 4	Screaming/yelling excessively, teacher cannot teach, students cannot learn, out of control behavior in the extreme, throwing objects with the intent to cause harm – Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Theft		Student is in possession of, having passed on, or is responsible for removing someone else’s property. Theft of property under \$50 – Consequence 5, 6 or 11 Theft of property over \$50 – Consequence 7, 8, 9, 10, 11 or 12. May also include Police involvement.
Defiance; Blatant Disrespect; Insubordination; Non-Compliance	Student shuts down in class and refuses to work or comply but is not majorly disrupting class Consequence 1,2,3 or 4	Student does not respond appropriately to repeated adult requests or is extremely disrespectful to an adult, out of control, majorly disrupting class. Consequence 5, 6, 7, 8, 9, 10, 11, or 12
Dress Code Violation	Wearing clothing that does not meet the guidelines...Teacher Warning and/or Student Asked to Change, Report to Administration	Repeatedly wearing clothing that does not meet the guidelines...Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Forgery		A student has signed a person’s name without that person’s permission. Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Hallway; Commons; Playground; Assembly Misbehavior	Consequence 1,2,3 or 4	Repeated violations Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Property Damage	Lost school property; accidentally damaged student property Consequences 1,2,3 or 4	Student deliberately damages or destroys property of another student. Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Inappropriate Use of Technology	Watching a video that is not teacher directed and/or school appropriate, off-task computer behavior; on a website without permission – Consequence 1,2,3 or 4	Refuses to give technology to an adult, accessing inappropriate websites, bullying/harassment messages on school technology equipment – Consequence 5, 6, 7, 8, 9, 10, 11 or 12

Lying	Consequences 1,2,3 or 4	Student does not give accurate information to a staff member or withholds information, Chronic Violation Consequence 5, 6, 7, 8, 9, 10, 11 or 12
Physical Contact	Bumping into another student, play hitting, pushing-shoving, poking, pinching, tripping – Consequence 1,2,3 or 4	Chronic Violation 5, 6, 7, 8, 9, 10, 11 or 12. Also see Bullying.
Other – arson, bomb threat; false fire alarm, etc.		Any violation not covered in this handbook.; Consequence 7, 8, 9, 10, 11 or 12
Chronic Violations	After Consequences 1-4	Chronic Violation 5, 6, 7, 8, 9, 10, 11 or 12
Other – Any violation not covered in this handbook.		Consequence 5, 6, 7, 8, 9, 10, 11, or 12.
See Pgs. D21-24 in the District section of this handbook		Per District wide discipline policies 5131.22

Consequences

1. Verbal Warning, Reteach Expectations, CMS
2. Teacher Contact Parent, Reteach Expectation, CMS, Detention with Teacher 1 day
3. Teacher Contact Parent, Reteach Expectations, CMS, Detention with Teacher 1-2 days
4. Teacher Contact Parent, Reteach Expectations, CMS, Detention with Teacher 2-3 days
5. Admin Contact Parent, Reteach Expectations, 1-3 days Admin Detention or ISS
6. Admin Contact Parent, Reteach Expectations, 3-5 days Admin Detention or ISS
7. Admin Contact Parent, Reteach Expectations, 1-3 Days OSS
8. Admin Contact Parent, Reteach Expectations, 3-5 Days OSS
9. Admin Contact Parent, Reteach Expectations, 5-10 days OSS
10. Behavioral Intervention Plan
11. Behavioral Instruction
12. Students with chronic or severe behaviors may be excluded from field trips and/or attendance of school activities during school hours or school assemblies.

***CMS-Classroom Management Strategy*

SIGNATURE PAGE

I & my child have completely reviewed, discussed, and understood all the information contained within this handbook.

I, _____ / _____, (Sign & Print Name)

PARENT/GUARDIAN HAVE READ AND UNDERSTAND THE TRAIL ELEMENTARY HANDBOOK.

I, _____, (Print Name) **STUDENT**

HAVE READ/OR BEEN READ TO AND UNDERSTAND THE TRAIL HANDBOOK.

I am a Trail Blazer

I show Blazer **“PRIDE”**

My actions represent who I am.

I am willing to learn.

I am willing to work.

I expect Excellence and nothing less.

I am a Trail Blazer.



PLEASE SIGN AND RETURN THIS PAGE TO THE TRAIL ELEMENTARY OFFICE.